



Individual Language Learner Plans (ILLPs) in the Mainstream Classroom

Office of English Language Acquisition Services (OELAS)
Arizona Department of Education



Three Parts to an ILLP

ILLP Document

- Signed by parent/guardian, mainstream or Language Arts teacher, site administrator, and English Language Learner (ELL) Coordinator
- Original filed in the cumulative folder
- Completed annually

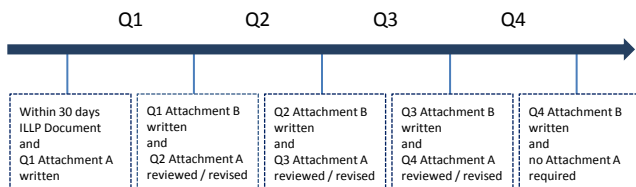
Attachment A

- Signed by all teachers responsible for instruction
- Copy must be in the classroom
- 4-5 English Language Proficiency Standards (ELPS) Performance Indicators (PIs) written for each time allocation
- Reviewed/revised at the beginning of each quarter or instructional period

Attachment B

- Used to update formative and benchmark assessment information and show progress of the ELL
- Copy must be in the classroom
- Completed - including specific recommendations - at the end of each quarter or instructional period

Timeline for ILLP Documents



Choosing Standards

- Identify which ELPS to use based on the SEI time allocations
- Review the AZELLA Student Report and other available student data
- Select PIs that contribute to the content being taught and place them on Attachment A

Completing Attachment B

- Record collected data on progress and/or mastery of the PIs covered
- Include different forms of assessment (e.g., district, classroom, state)
- Review assessment data to decide which PIs to revise and which PIs to replace

Lesson Planning

- Select at least one PI from Attachment A for each allocation you are responsible for that compliments the instruction planned for the classroom. Teachers responsible for the Oral English Conversation & Vocabulary Allocation (OE/CV) will need to select at least two PIs - one from the Listening and Speaking Domain and one from the Language Strand 2 (Vocabulary)
- Document the selected PIs in the daily/weekly lesson plan and/or post in the classroom
- Determine how you will document progress and/or mastery of the PIs covered

Differentiation

Curriculum can be differentiated in three ways:

- By Content
- By Process
- By Product

All three methods are tied to the teacher's knowledge of the students' needs and abilities, which stems from appropriate, well-planned, and ongoing assessment.

(Tomlinson, 1999)

Strategies

Science:

- Realia
- Prior Knowledge
- Academic Language Scaffolding
- Experiential Learning

Math:

- Grouping Strategies
- Discussing and Understanding Word Problems
- Deciphering the Language of Math
- Graphic Organizers

Social Studies:

- Context Clues
- Artifacts
- Role-Playing
- Lecture and Note-Taking Support